

A. Purpose

This policy outlines the procedures used by Murray State College to assure student learning through assessment and program improvement through assessment and program improvement for all students including for students with curricular and fundamental academic skill gaps in the domains of English, mathematics, reading, and science to address these deficiencies within Murray State College.

B. Improvement of Teaching and Learning

Murray State College shall assess students using criteria in line with the institutional programs and mission. Assessment will be consistent with the Higher Learning Commission Criteria for Accreditation and Core Components and consistent with the Oklahoma State Regents for High Education's policy 3.7 (*Academic Program Review*).

C. Accountability and Institutional Effectiveness

Murray State College will compare all accountability and institutional effectiveness measurements to external benchmarks. Data in each category of the assessment will be included in Academic Program Reviews consistent with the Oklahoma State Regents for Higher Education's policy 3.7.

Murray State College will develop criteria and select assessment measures that demonstrate institutional effectiveness., each assessment should support the improvement of teaching and learning. Murray State College will evaluate and document the validity and reliability of such assessments.

Assessment for accountability and institutional effectiveness will include the institutional characteristics that produce the most meaningful comparisons and useful information for improvement. Assessment programs will consider the needs of special populations in the development of policies and procedures.

D. Course Evaluation

Murray State College uses Watermark Taskstream Assessment Management Software. All full-time and permanent part-time Instructors are required to document and assess student learning in all courses using this software. Instructors will be given deadlines at the beginning of each semester for when each phase of assessment is due. They generally will follow the following schedule.

1. Assessment Planning- Within the First Month of the Semester.
2. Assessment Findings/Reports- Within one week following the last date of the semester.
3. Action Planning/Assessment Review- One week prior to the following semester.
4. Status Reporting- Updated as Assessment Planning Goals are met.



In addition to using the Assessment Management Software, instructors are encouraged to evaluate and adapt courses throughout the semester as they recognize student learning deficiencies within the course.

Courses are evaluated by the students following each semester via a Student Course Evaluation Survey. Data from this, as well as feedback from students, should be used by instructors to evaluate and adapt the class in future semesters.

E. Program Evaluation

Murray State College programs will be evaluated on an annual basis. Programs are expected to report data into the program dashboard in the Taskstream Assessment Management Software. Programs will assess students in multiple ways to ensure student success and growth. This will be done throughout the semester and reported and entered into the Taskstream Assessment Management Software before the beginning of the following school year.

Associates of Applied Science Programs will report National and State certification pass rates, where applicable. All programs will attempt to track job placement of graduating students who do not matriculate to a four-year university and report these findings.

All data regarding degree granting programs will be posted on the Murray State College Website.

F. Supplemental Instruction

Advisors used any scores on file for the student along with consideration of high school course rigor and grades (if applicable) and GPA. Advisors discuss the expectations of coursework with each student during the enrollment process. Students enrolling in Spring courses can use the Accuplacer and ACT scores in conjunction with the course exemption criteria listed below.

The following exemption criteria determine English Placement. The criteria must be within the last five years.

- ACT English score of 15 – 18
- SAT Evidence-Based Reading and Writing score of 420-470
- Writeplacer score of 4

The following exemption criteria determine Math Placement. The criteria must be within the last three years.

- ACT math score of 16 -18 or SAT math score of 440-520 and,
- Overall, unweighted high school GPA of 3.0 or higher
- ACT Composite score of 21 or higher or
- SAT total score of 1060 or higher



- Accuplacer Quantitative Reasoning, Algebra, & Statistics (QAS) test score of at least 255 but less than 263

To aid in advising adult learners returning to school, advisors discuss the expectations of coursework with each student during the enrollment experience. The exemption criteria are considered when available. All students are assessed during the first week of classes. If there is a discrepancy, students are approached with options to change their schedule to complete the developmental courses as needed. The Accuplacer was available to be taken and encouraged for incoming freshmen of any age.

Students who do not meet the benchmarks above are evaluated for course placement and supplemental instruction using the criteria in Section E (Course Placement Evaluation).

G. Course Placement Evaluation

Murray State College uses a test-optional, multiple-measure placement model. Assessment criteria are provided to advisors in an interactive, question-and-answer-based website with a single-page flow chart format. The following criteria are taken into consideration for placement in courses.

The following exemption criteria determine English Placement. The criteria must be within the last five years.

- ACT English score of 19 or higher
- SAT Evidence-Based Reading and Writing score of 480 or higher
- Writeplacer score of 5 or higher
- Earned a grade of C or better in high school AP, Honors, or IB English IV
- Completed English Composition remediation sequence at another institution
- Completed a college-level course with an English prefix
- Subject area high school GPA for English is 3.5 or higher

Students who meet the following criteria within the last three years are exempt from placement testing and eligible for enrollment in any college-level gateway math course.

- ACT Math score of 19 or higher
- SAT Math score of 530 or higher
- Accuplacer Quantitative Reasoning, Algebra, & Statistics (QAS) test score of 263 or higher
- Earned a grade of B or better in a high school College Career Math Ready (CCMR) course or precalculus course
- Completed an algebra remediation sequence at another institution.
- Subject area high school GPA for Math is 3.5 or higher.

Students who do not meet exemption criteria are further evaluated for placement testing exemption or corequisite remediation using the following multiple-measure criteria:

English/Reading Placement

- ACT English score 15-18 or



- SAT Evidence-Based Reading and Writing score of 420-470 or
 - Writeplacer score of 4
- AND
- Overall, an unweighted high school GPA of 3.0 or higher or
 - ACT Reading score of 19 or higher or
 - Concurrent coursework GPA of 3.0 or higher

Math Placement

- ACT math score 16-18 or
 - SAT math score of 440-520
- AND
- Overall, an unweighted high school GPA of 3.3 or higher or
 - SAT total score of 24 or higher or
 - Grade of C or better in a college-level general education math course (AAS courses such as Technical Math or Math for Meds are not considered general education).
- OR
- Overall, an unweighted high school GPA of 3.0 or higher or
 - ACT Composite score of 21 or higher or
 - SAT total score of 1060 or higher.

Students who meet the Part 1 and Part 2 criteria are exempt from placement testing and eligible for enrollment in any college-level gateway math course. Students who meet Part 1 and Part 3 criteria are exempt from placement testing and eligible for corequisite remediation. Students who do not meet the above criteria are subject to placement determination using the Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics Test.

Murray State College primarily uses the College Board ACCUPLACER Next-Generation Exam if other exemption criteria are not available. The placement test is administered at the Testing Center on the Tishomingo Campus, at the Testing Center on the Ardmore Campus, and online via Zoom according to the College Board policies twice daily during all early and regular enrollment periods. One-time retesting is available to all students except concurrent students for a \$5.00-dollar charge per subject area test on the second attempt. Once students are enrolled in the appropriate courses as indicated by assessment, tutorial software, and peer and professional tutors are available for assistance.

Student progress is tracked by the Retention Coordinator, academic advisors, faculty, and the Registrar's Office. Early warning referrals, 4-week, and mid-term grades assist the student in tracking his/her progress. At the end of the semester, the academic advisors receive grade reports from their advisees that indicate student performance for both remedial and college-level courses. The academic advisor and the student make any necessary changes to the student's class schedule in the following semesters.

On at least an annual basis, the Academic Affairs department in conjunction with the



Program Chairs look at ACCUPLACER Next-Generation. Placement cut scores and multiple measures to see if they are appropriate for the corresponding courses. Comparisons are also made with peer institutions. There is ongoing refinement of the curriculum based on communication between instructors of remedial courses, program chairs, Deans, and instructors of college-level courses.

Students who do not meet the criteria listed above for college-level or corequisite remediation placement are assessed using the Accuplacer Next Generation Test. The following cut scores are used to determine the student's remediation need:

Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics Test:

- Scores of 263 or higher are determined to not need remediation.
- Scores of 255-262 are in the top one-third of the remediation scoring bracket and are determined to best benefit from a one-hour corequisite remediation lab.
- Scores of 236-254 indicate the need for more intensive remediation with a stand-alone foundational course that aligns with the student's math pathway.
- Scores of 235 or lower indicate the need for further assessment and students are automatically routed to complete the Accuplacer Next-Generation Arithmetic Test.
- Accuplacer Next-Generation Arithmetic Test:
- Scores of 250 or higher indicate arithmetic proficiency and students are determined to need a single stand-alone remediation course.
- Scores of 249 or lower are determined to need arithmetic remediation before continuing into a general mathematics or algebra stand-alone remediation course.

Foundations of Reading and Writing I: Using ACCUPLACER Next-Generation, students who do not meet the exemption criteria and score 3-4 are placed in ENG0113.

Foundations of Reading and Writing: This one-hour non-credit lab/course will emphasize the skills required to read college-level texts with satisfactory comprehension, speed, and retention. Readings will provide models and topics covered in co-requisite English Composition I classes. Grammar and mechanics will also be emphasized. The final grade in this course will be either S (satisfactory) or U (unsatisfactory). To receive a grade of S and pass the course, a student must have a final average of 70% or higher. This course is a co-requisite course for English Composition. In-class writing diagnostics are given to every remedial English student during the first week of the semester to ensure proper placement. Students are allowed to drop the corequisite Foundations of Reading and Writing if the instructor deems them ready for Composition I.

H. Gateway Course Evaluation

Murray State College has identified sixteen (16) courses as "Gateway Courses." "Gateway Courses" are courses that are:

- 1) Foundational in nature – foundational courses may be non-credit bearing developmental education courses and/or college credit-bearing lower division courses;



- 2) High-risk – as measured by the rates at which D, F, W (for withdrawals), and I (for incomplete) grades are earned across sections of the course(s)
- 3) High Enrollment – as measured by the number of students enrolled across sections of the course(s). These courses merit focus and transformation because they enroll large numbers of students and lack of success in these courses is directly correlated with poor performance in higher education and, in many cases, failure to complete a postsecondary degree or credential altogether.

The following courses are considered “Gateway Courses”

- AP-2124 Human A&P I
- ART-1113 Art Appreciation
- BIO-1114 Gen Bio
- CIS-1113 Computer App
- ENG-1113Comp I
- GVT-1113 Government
- HST-1483 US History I
- HST-1493 US History II
- HUM-2113 Humanities I
- HWP-1113 Personal Health
- HWP-2213 First Aid
- MTH-1413 Survey
- MTH-1513 PreCalc
- MU-1113 Music Apprec
- PSY-1113 Psychology
- SPC-1113 Speech

Murray State College tracks the success rate, completion rate, withdrawal rate, and enrollment of these courses and makes changes necessary to the courses when reviewing this data.

I. General Education/Mid-Level Assessment

Murray State College has identified seven general education measurements that must be met in classes and activities held on campus that involve enrolled students. These areas are as follows:

1. Effective Communication- Murray State College provides students with the educational opportunities necessary to develop effective communication skills essential for daily interaction in society and the workplace.
2. Responsible Citizenship- Murray State College provides an educational environment in which students demonstrate an awareness of social and civic responsibilities.



3. Global Awareness- Murray State College provides students with educational opportunities to learn about cultural diversity and global awareness through curricular and extracurricular activities including lectures, music, literature, film, and art.
4. Critical Thinking- Murray State College provides educational opportunities in which students demonstrate problem-solving and critical thinking skills necessary for personal and professional success.
5. Quantitative Reasoning- Murray State College provides educational opportunities for students to collect and use quantitative data, create and examine quantitative models, apply mathematical skills, and solve scientific problems.
6. Information & Technology Literacy- Murray State College provides students with educational opportunities necessary to demonstrate and apply information literacy skills and utilize technological resources necessary for personal and professional success.
7. Health and Wellness- Murray State College provides students with educational opportunities that will encourage self-management skills, foster a healthy lifestyle, and provide personal enrichment.

Assessment of the General Education Goals is overseen by the General Education Taskforce. The General Education Task Force Provides Opportunities for Student Learning, Personal Growth, Professional Success, and Community Enhancement by creating a comprehensive General Education program that responds to the changing educational and intellectual realities of our increasingly global world. Each Task Force will identify goals, assessment measures/ standards, and assessment schedule, gather data, and plan for the application of results. This information will be entered into Taskstream.

More specifically, Murray State College asks the Task Force.

- To define the role of the General Education program within the mission of Murray State College
- To take a holistic view of the General Education Program, focusing on its underlying philosophy, intellectual purposes, and educational mission
- To evaluate the General Education Goals and make suggestions for curricular, and co-curricular changes to help us meet our goals.
- To evaluate assessment results as they apply to general education
- To identify measurements and assist faculty and staff with measuring and reporting assessment of student learning in general education

Graduating students, who entered Murray State College as first-time freshmen, are typically given a national standardized mid-level assessment. Murray State College administers the Territorium E-Proficiency Profile (EPP) Abbreviated Exam to students nearing the end of their second year. Additionally, several of the programs assess students



and give diagnostic exams focusing on their area of study, as well as, skills such as critical thinking, mathematics, reading, and writing.

The Territorium E-Proficiency Profile (EPP) Abbreviated Exam helps Murray State College measure student performance in the core skill areas of critical thinking, mathematics, reading, and writing. This test gives instructors a benchmark performance by providing comparative data and pinpoints strengths and areas of improvement.

Assessments are given as surveys/tests in courses that are used as electives or are required for some degree programs. Assessment events are developed to be attractive to student interests and needs. Emails, text messages, and campaigns in the LMS were developed to help encourage student participation and student understanding.

Results of the Territorium E-Proficiency Profile (EPP) Abbreviated Exam will be posted to the Murray State College website annually.

J. Student Engagement and Satisfaction/Co-Curricular Assessment

Murray State College distributes a comprehensive student satisfaction survey to all enrolled students each spring. This survey gathers valuable feedback on their overall experience at the college, including admissions, advising, student academic resources and services, housing, food services, campus safety, technology, cost and financial aid, teaching, and administrative policies.

Additionally, during college-hosted events, a Co-curricular Assessment Survey is made available for students to easily access and complete. This survey specifically asks students to evaluate how well the event aligns with Murray State College's general educational objectives.

K. Retention and Graduation

The Murray State Retention Plan promotes the mission of Murray State College by providing development, focus, and maintenance plans for initiatives fostering student success, course completion, retention, and graduation. As an open-door community college, we realize and appreciate our diverse student population, whose educational backgrounds and abilities are as diverse as they are. Educational goals may include eventual transfer to a four-year school, obtaining a degree in applied science and entering the workforce, or simply continuing education. It is Murray State College's mission to retain and offer quality education to our students regardless of their individual educational goals.

The effectiveness of the Retention Program will be assessed in several ways. The questionnaires after the Student Success class are used to determine the effectiveness of



the class. After the Spring semester, the office of the Vice President of Academic Affairs will conduct several focus group sessions in which students will be invited to express their opinions of the effectiveness of the program. The retention rate of the students will be closely monitored and analyzed. Overall, number of students retained and graduated will be recorded to build institutional trend data.

Institutional Research will assist in the retention process by helping to target student populations needing special assistance. This will include:

- Determining if there is a specific population graduating or succeeding at a lower rate.
- Determining what courses have the highest registration and withdrawal, academic withdrawal, or failure rate
- Determining what instructors have the highest withdrawal, academic withdrawal, or failure rate.

L. Assessment Budget

The Budget Director will evaluate trends and needs related to assessment and make requests and recommendations based on that data. Budgeting for assessment begins with the Budget Director submitting requests to the Chief Financial Officer and Budget Committee. The Chief Financial Officer and Budget Committee review the requests alongside all other departmental requests across the college to make a final determination on funding for the assessment budget.

M. Planning and Reporting

This assessment plan will be maintained and remain posted on the Murray State College website. Should this plan be updated, the most recent version will be posted to the Murray State College website immediately.